

# FSUS Faculty Poll – Spring 2010

The survey has **74** entries.

## Continuing Status (Renewal/Non-renewal)

All teachers on annual contracts should receive notification of renewal or non-renewal by May 15th.

<b>63</b>	<b>85%</b>	strongly agree
<b>6</b>	<b>8%</b>	agree somewhat
<b>1</b>	<b>1%</b>	not sure
<b>2</b>	<b>3%</b>	disagree somewhat
<b>2</b>	<b>3%</b>	strongly disagree

Teachers being non-renewed should be notified as soon as possible (sooner than May 15th).

<b>54</b>	<b>74%</b>	strongly agree
<b>11</b>	<b>15%</b>	agree somewhat
<b>3</b>	<b>4%</b>	not sure
<b>1</b>	<b>1%</b>	disagree somewhat
<b>4</b>	<b>5%</b>	strongly disagree

How should teachers on annual contract be notified of renewal or non-renewal?

<b>25</b>	<b>34%</b>	Certified Letter
<b>19</b>	<b>26%</b>	Private letters signed out in the front office
<b>30</b>	<b>41%</b>	Face-to-face meeting

Completing a continuing status portfolio should be mandatory when teachers become eligible.

<b>15</b>	<b>21%</b>	strongly agree
<b>17</b>	<b>23%</b>	agree somewhat
<b>9</b>	<b>12%</b>	not sure
<b>15</b>	<b>21%</b>	disagree somewhat
<b>17</b>	<b>23%</b>	strongly disagree

If a continuing status folder is rejected, the FSUS administration should have the option to renew that faculty member for one additional year under an annual contract to make improvements.

<b>55</b>	<b>75%</b>	strongly agree
<b>9</b>	<b>12%</b>	agree somewhat
<b>4</b>	<b>5%</b>	not sure
<b>3</b>	<b>4%</b>	disagree somewhat
<b>2</b>	<b>3%</b>	strongly disagree

Do you have any comments on continuing status procedures at FSUS? [Show details](#)

19

26%

- When a teacher is hired, they should be given a Binder with continuing status/promotion dividers inside.
- Seems fair for those who do their jobs.
- I don't think applying for continuing status should be mandatory. If a teacher wants to risk renewal every year, that should be up to them.
- If there are thoughts from the administration that a teacher is not going to be rehired, I feel like that teacher should be notified as soon as there is the first concern, so that he/she has the first opportunity to make the appropriate changes.
- I believe that if you have been teaching full time for 3 years, receiving good observations throughout that you have proven your worth and should be offered continuing status without produce a binder to prove so.
- Will the administration use the SAME criteria for accepting or rejecting continuing status. It seems somewhat arbitrary and not transparent.
- Continuing Status Portfolios seem like just a jump through a hoop. Teacher observations and student performance over the course of three years should be enough of an indicator as to whether or not a teacher should be granted continuing status. The extensive portfolio seems to be an excessive and unnecessary burden of additional work, especially when Leon County teachers can achieve a continuing contract without any extra work. If you're doing your very best as a teacher, you've already got enough on your plate.
- I feel that continuing status should be based on evaluations.
- Base on evaluations
- It's becoming similar to public schools. But the administration and the union seem to what FSUS to be like Leon county schools. Too bad it lost its' uniqueness because of all the firings last year.
- Should be an override process when/if director does not approve, same process for promotion.
- Continues status should not be based on a portfolio. Three years is not enough to compile and gather enough documentation.
- One of the unique features of working at FSUS is the promotion and continuing status portfolio process with peer review. This unique feature is also used at other Lab Schools and keeps us at a more professional status.
- Done as professional as possible.
- Because I seriously underestimated the work involved in completing one, I would like to see teachers encouraged to start the portfolio process a year in advance with: Check-in twice in the 2nd year.
- I think a continuing status portfolio should be mandatory after (x) number of years of service. A faculty member should be non-renewed if there is no attempt for continuing status after (x) number of years. If an attempt is made and the portfolio is not satisfactory, the faculty member should be given another year to submit before renewal/non-renewal is determined. What is a fair (x) number? I would say five to 6 years. Also, I do not think that current faculty members should be grandfathered into the above-mentioned criteria. I think that by putting the time and effort into a portfolio, the faculty member is showing a commitment to FSUS and the teaching profession.
- I think the criteria used to decide should be known.
- It is a comfort to know that there is a team of people available to help prepare folders and check requirements before they are turned in.

- Promotion at FSUS should really set our faculty apart due to the amount of extra work required in the areas of research and service. Promotion should also be rewarded with much greater compensation. Three years is certainly enough time for administration to determine if a faculty member is on course to achieve promotion. But submitting a portfolio by the end of an employee's third year may not be enough time for most. FSUS should follow state law in regards to professional service contracts: automatic upon renewal after an employee's third year at Florida High with the option of an additional year on annual contract to make necessary improvements.

## Wages, Compensation and Benefits

Teachers' salaries should be based on student achievement

0	0%	strongly agree
10	14%	agree somewhat
4	5%	not sure
18	25%	disagree somewhat
41	56%	strongly disagree

### *Rate the importance of the following issues*

increasing salaries across the board

54	76%	very important
16	23%	somewhat important
1	1%	not sure
0	0%	somewhat unimportant
0	0%	not at all important

providing additional salary for advanced degrees

55	76%	very important
14	19%	somewhat important
1	1%	not sure
2	3%	somewhat unimportant
0	0%	not at all important

providing additional salary for National Board Certification

44	61%	very important
20	28%	somewhat important
5	7%	not sure
2	3%	somewhat unimportant
1	1%	not at all important

maintaining current levels of health care coverage

<b>69</b>	<b>96%</b>	very important
<b>2</b>	<b>3%</b>	somewhat important
<b>0</b>	<b>0%</b>	not sure
<b>1</b>	<b>1%</b>	somewhat unimportant
<b>0</b>	<b>0%</b>	not at all important

preventing increases in members' health care costs

<b>56</b>	<b>78%</b>	very important
<b>13</b>	<b>18%</b>	somewhat important
<b>3</b>	<b>4%</b>	not sure
<b>0</b>	<b>0%</b>	somewhat unimportant
<b>0</b>	<b>0%</b>	not at all important

Do you have any comments on wages or benefits at FSUS? [Show details](#)

<b>11</b>	<b>15%</b>
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- Health insurance is very important as a BENEFIT.  
I could be compensated for the inequal planning time quicker than redesigning schedule. My 10 minutes of planning in between my classes is out of my control with teachers who habitually show up late. Or- no afternoon car duty might help morale.
- The teachers of this school should be held in the highest regard and compensated accordingly. The job requirements we must meet do not equate to the compensation package we receive.
- Seems fair but more money is needed for upper degrees. You should make at least 4,000 more a year for masters and at least 8,000 more a year for PhD.
- If I am required to have advanced degrees or professional development, then I should be compensated for it.
- I think that any merit pay system should be based on bonuses in ADDITION to a base salary to encourage teachers to do a better job of working with lower students and create more incentive to do so.
- We all deserve more.
- All unused sick leave should be paid at the end of each year or on retirement or leaving FSUS.
- Would be nice if student loan forgiveness program.
- since we are required to be a model of teaching & research excellence, we should be compensated above regional averages
- promotion money that is currently given be kept in tact
- If the school and university administrations want FSUS to be the standard bearer for excellence and innovation in K-12 schools, faculty compensation should outpace (or at least match) teacher pay in the surrounding area and at all other Florida lab schools.

## Professional Development, Planning Time, and Working Conditions

*Rate your agreement or disagreement with the following statements*

Non-contact hours (including planning periods, lunch, before and after school) should truly be duty free.

<b>32</b>	<b>45%</b>	strongly agree
<b>25</b>	<b>35%</b>	agree somewhat
<b>5</b>	<b>7%</b>	not sure
<b>9</b>	<b>13%</b>	disagree somewhat
<b>0</b>	<b>0%</b>	strongly disagree

All classes at FSUS should meet the requirements of the class-size amendment.

<b>42</b>	<b>59%</b>	strongly agree
<b>20</b>	<b>28%</b>	agree somewhat
<b>4</b>	<b>6%</b>	not sure
<b>3</b>	<b>4%</b>	disagree somewhat
<b>2</b>	<b>3%</b>	strongly disagree

Professional development opportunities should be completely voluntary

<b>12</b>	<b>17%</b>	strongly agree
<b>34</b>	<b>48%</b>	agree somewhat
<b>4</b>	<b>6%</b>	not sure
<b>15</b>	<b>21%</b>	disagree somewhat
<b>6</b>	<b>8%</b>	strongly disagree

The FSUS administration should have the right to require some types of professional development

<b>29</b>	<b>43%</b>	strongly agree
<b>32</b>	<b>47%</b>	agree somewhat
<b>2</b>	<b>3%</b>	not sure
<b>2</b>	<b>3%</b>	disagree somewhat
<b>3</b>	<b>4%</b>	strongly disagree

Inservice Days should include guaranteed planning time.

<b>61</b>	<b>85%</b>	strongly agree
<b>11</b>	<b>15%</b>	agree somewhat
<b>0</b>	<b>0%</b>	not sure
<b>0</b>	<b>0%</b>	disagree somewhat
<b>0</b>	<b>0%</b>	strongly disagree

How many hours of planning time should be guaranteed on Inservice Days?

<b>0</b>	<b>0%</b>	0 hours
<b>5</b>	<b>7%</b>	1-2 hours
<b>53</b>	<b>73%</b>	3-4 hours
<b>15</b>	<b>21%</b>	5+ hours

Participants should earn inservice points for all professional development and training.

<b>62</b>	<b>85%</b>	strongly agree
<b>9</b>	<b>12%</b>	agree somewhat
<b>2</b>	<b>3%</b>	not sure
<b>0</b>	<b>0%</b>	disagree somewhat
<b>0</b>	<b>0%</b>	strongly disagree

Professional development activities outside of the school day should be fairly compensated

<b>47</b>	<b>65%</b>	strongly agree
<b>20</b>	<b>28%</b>	agree somewhat
<b>4</b>	<b>6%</b>	not sure
<b>1</b>	<b>1%</b>	disagree somewhat
<b>0</b>	<b>0%</b>	strongly disagree

Current professional development opportunities adequately meet my needs

<b>13</b>	<b>18%</b>	strongly agree
<b>34</b>	<b>47%</b>	agree somewhat
<b>5</b>	<b>7%</b>	not sure
<b>16</b>	<b>22%</b>	disagree somewhat
<b>5</b>	<b>7%</b>	strongly disagree

Release time and travel money for professional conferences is important

<b>55</b>	<b>76%</b>	strongly agree
<b>17</b>	<b>24%</b>	agree somewhat
<b>0</b>	<b>0%</b>	not sure
<b>0</b>	<b>0%</b>	disagree somewhat
<b>0</b>	<b>0%</b>	strongly disagree

Do you have any comments on professional development or working conditions at FSUS?

<b>13</b>	<b>18%</b>
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- PAEC does not offer courses that are needed and the ones that are required costs money.
- I like the PD trainings that are offered on Inservice Days. However, I also really need time on Inservice Days to get paperwork and planning done. It would be great to have 2 hours of training and the rest of the day to plan, grade, and do paperwork. I think it's important for the school to provide PD training, but I also think it's my responsibility to seek out PD

opportunities to renew my certificate.

Also, recently we have been strongly encouraged to attend all school events that happen after hours. I think it's unreasonable to expect teachers to attend all school activities that happen after contracted hours. Maybe we need to include in the contract exactly what is expected of us with regard to attending sporting events, PTSA fundraising events, and other school events.

- Professional development should be encouraged among staff and supported through release time and travel compensation and could be required as IPDP goals. However, the school SHOULD provide professional development for activities/programs/devices they expect teachers to implement (Rtl, Smartboard, FAIR are examples) and should be allowed to require attendance to these. Teacher planning days should include half days of these trainings and the other half as planning. Also, by requiring so much time from teachers outside of the "paid hours", administrators should be less hard about controlling the time spent on campus when teachers are not responsible for students.
- We deserve at least some of our professional planning day and if we have arranged a prof. dev. off campus we should be allowed to have it replace the on campus prof. dev.
- I would like to see ESOL classes provided at no cost, if teachers are being required to take them.
- Need planning time on professional development days. Administration really doesn't listen to teachers they seem to have a know it all approach to decision making.
- I strongly agree that professional development is essential to building yourself as an educator, I would like to choose which areas I need growth and allow me to choose my direction. Treat me as the professional that I am.
- Pre-planning week before the start of school should include several days (e.g. 3 out of 5) guaranteed to be meeting-free.
- Best environment in the area
- I think it is the professional's responsibility to earn points required for re-certification. We should be able to choose what professional development interests us or what is beneficial to us to meet student needs. A set dollar amount should be offered for professional development. This money should be rolled over from year to year to allow for more costly professional development opportunities. There should be a process in place where teachers can submit for approval a professional development opportunity. This would, hopefully, encourage teachers to seek out opportunities of interest and need.
- There is very little trust in the administration among teachers. The general atmosphere of the school has deteriorated over the past year as far as collegiality between the teachers and the administrators.
- Adequate notification of mandatory meetings, paperwork, workshops from administration.
- As professionals, we should be the primary decision makers in determining which professional development opportunities we should and should NOT attend.

## Decision Making and Representation

School-based decision making is an important feature of the union contract

44	61%	strongly agree
19	26%	agree somewhat
8	11%	not sure
0	0%	disagree somewhat
1	1%	strongly disagree

Administration works cooperatively with faculty to make decisions at FSUS.

11	16%	strongly agree
26	37%	agree somewhat
9	13%	not sure
13	19%	disagree somewhat
11	16%	strongly disagree

UFF-FSUS could better represent the faculty of FSUS by...

7	9%
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- being less combative with the administration. I want UFF-FSUS to represent me and my rights, but also work with the administration in a cooperative way without seeing them as the enemy.
- Finding out how decisions are made.
- Working with the administration on merit pay, getting rid of poor teachers and reforms. By trying to work on reforming education the union can be a participate rather than having no control over it and having of a heavy handed administration control all decision making. Get behind a reform movement that we have a say in.
- providing more free lunches with opportunity for group discussion
- Doing a fine job now.
- stronger outreach - especially to new employees
- more effectively recruiting new members and establishing a system to encourage ongoing dialogue among faculty.

## About You

In which grade levels/assignments do you work? (check all that apply)

27	36%	elementary (K-5)
42	55%	secondary (6-12)
0	0%	special education elementary
1	1%	special education secondary
3	4%	non-academic subject
3	4%	specialist

Are you currently on an annual contract?

46	65%	Yes
25	35%	No
0	0%	Not sure

How many years have you worked at FSUS?

14	20%	less than one year
25	36%	1-5 years
19	27%	6-10 years
4	6%	11-15 years
3	4%	16-20 years
5	7%	more than 20 years

How many years of teaching experience do you have?

7	10%	less than one year
17	24%	1-5 years
18	25%	6-10 years
13	18%	11-15 years
6	8%	16-20 years
11	15%	more than 20 years

Sex

12	17%	male
59	83%	female

Are you currently a member of United Faculty of Florida?

51	70%	yes
21	29%	no
1	1%	not sure

Do you have any comments on anything else that concerns you as an FSUS faculty member?

9	12%
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- Rank doesn't seem to matter much when leadership positions were decided this year. I have been frustrated at some faculty having the opportunity to increase their income with extra responsibilities -and everyone doesn't have the same skill set so preferential treatment occurs related in relationship to technology skills.  
Middle and high school do not appear to have after school duties- I don't want their jobs but at a k-12 school seems like we could spread it around since it goes till 3:30 many days.
- There needs to be more communication from administration about their goals and future plans for our school and its' individual departments. This can build more faculty buy in and possibly weed out those who do not agree with the philosophy and plans by allowing them to leave on thier own.
- Until the last few years the union has done nothing to help FSUS faculty members. It's time to be a part of a reform movement to make education better. If we don't this administration will do it for us and it won't be pretty. This is a very hostile work environment for teachers.
- More input on HOW the portfolios are judged for cont. status by the director. Example: rubric? committee? personalities?
- You have covered everything.

- Thank You for making us a more respected institution by your concern for faculty rights and responsibilities
- I am concerned that "little" things are slipped in here and there by administrators. For example, a dress code was implemented this year, without, to my knowledge, formal notification. While the dress code is not stringent (jeans on Friday only), it is an example non-negotiated jurisdiction.
- I am deeply concerned over the nepotism that took effect after the current administration took over. Both administrators and teachers should be hired on merit, and that has not been the case.
- Communication between the administration/guidance and faculty is extremely lacking.